DOCUMENT RESUME

ED 101 153 95 CE 002 906

TITLE	Teacher-Training Institute. Final Project Report.
INSTITUTION	Oregon Coll. of Education, Monmouth.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	11 Sep 72
GRANT	OEG-0-71-3410(323)
NOTE	31p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; American Indian Culture; *American Indians; Community Resources; Disadvantaged Groups; Educational Improvement; *Eskimos; Ethnic Groups; *Institutes (Training Programs); Student Motivation

ABSTRACT

Sixty teachers and supervisors from eight western States attended a two-week training institute for teachers of Adult Basic Education who were working in Indian and Eskimo areas. Only 10 percent of the participants had prior training or experience in the area. The Institute's purpose was to acquaint teachers with the characteristics and motivational patterns of traditional American Indian culture and its relationship to the dominant Anglo-American society. A participants' evaluation indicates on the basis of 42 responses that the institute was quite successful. The institute introduced problems of adult education for the disadvantaged and emphasized the development of motivational skills. Such topics as use of native materials, curricular materials, ABE and the reservation resources were examined through lectures, discussions, and field trips. The directions and needs of these ethnic groups, social and economic conditions inhibiting educational opportunity, and the goals of Indian activists are discussed. R.E. Stake's evaluation model to assist ABE directors in systematic information collection and decision-making is described at length. Recommendations are made for continued work among urban Indians, increased ABE programs in Alaska, and publication of Indian curricular materials. (Author/NH)

ED 101 153

FINAL PROJECT REPORT

Teacher-Training Institute

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Oregon College of Education
Monmouth, Oregon 97361

September 11, 1972

Office of Education Grant Number OEG-0-71-3410 (323)
Adult Education Act, Section 309

The project reported herein was supported
by a grant from the Department of Health,
Education, and Welfare, Office of Education.

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ABSTRACT

Purpose

The purpose of this project was to sponsor one 2-week training institute for teachers of Adult Basic Education who were working in Indian areas. The project called for sixty teachers and/or supervisors to be involved in a 2-week institute to be held at Oregon College of Education at Monmouth, Oregon. The purpose of the institute was to acquaint adult education teachers with the characteristics and motivational patterns of traditional American Indian culture and its relationship to the dominant Anglo society. Special attention was to be paid to the development of motivational skills and competencies needed to develop comprehensive community wide programs utilizing as resources programs of the state, the Federal government and the tribe. The project also called for two regional follow-thru conferences and for staff members to work individually in the field with participants and other adult education teachers in Indian areas. An overall purpose of the project was to generate the desire and enthusiasm in participants to act as motivators in developing Adult Basic Education projects when they return to their own reservation or district.

Procedure

Teachers and supervisors of adult education were chosen from the western states of Alaska, Washington, Oregon, California, Idaho, Nevada, Arizona, and New Mexico, with the cooperation and assistance of state

Adult Education Directors for the summer institute program. The participants during the summer 2-week program were involved in lecture, laboratory, and field trips in which an opportunity was developed for them to explore the entire range of Adult Basic Education for teachers as it would apply to particularly the reservation setting, or as it would apply working in areas with a heavy proportion of Native Americans. At the conclusion of the summer institute, the participants returned to their home teaching locale. Some time later during the academic year, staff members of the Oregon College of Education program visited a representative number of the participants in the field, on the reservation, or in their teaching situation and assisted them with whatever help could be given--whatever encouragement needed to be rendered. At selected locales and at selected times, in cooperation with the State Directors of Adult Education, regional institutes were held, in which not only former participants but people recommended by the State Director of Adult Education were brought in to a central place where staff members and participants joined in a colloquia and discussion on Adult Basic Education for the American Indian. The two field institute sites during the program year were Issaquah, Washington, and Phoenix, Arizona.

Results and Conclusions

The teacher training institute at Oregon College of Education was quite successful this year if the evaluations of participants have any validity. In the special evaluation form developed for evaluating the institute, out of 42 responses, 16 of the participants evaluated the institute as excellent, 18 participants rated it as good, 6 rated it as fair, and 2 rated it as poor (see separate sheet). Overall, it seems

apparent that the Monmouth institute continues to perform at a "good" level in terms of a subjective labeling. The staff feels that it did accomplish a prime objective of the institute and succeeding follow-thru program by developing in the participants a method of inquiry and of looking at the job that needed to be done, and developing the attitude for moving forward to augment some change in the curriculum. The staff was particularly pleased with the so-called mini-institutes held at Issaquah, Washington, and Phoenix, Arizona. The Phoenix institute particularly, we felt, was an outstanding success. It might be added t a number of staff members devoted their time to working in the field institutes without any compensation other than their expenses of travelling.

Perhaps the outstanding result of this summer institute was that identification was made and special help was given to perhaps ten outstanding Adult Basic Education teachers involved in the institute program. It is particularly gratifying to the director and staff members (as we write this some months later) to see some of these outstanding Native American participants move on to significant occupational positions in both the tribal government dealing with education and with various governmental and private organizations.

Oregon College of Education
EVALUATION OF 1971 ABE INSTITUTE
(42 Responses)

Name	Excellent	Good	Fair	Poor
Winnifred F. Allum	x			
James Ashike		x		
Father Rene Astruc				x
Sol Blackman	x			
Tommy Caboni	x			
Anne Carlson		x		
Sister Ellen Caulfield			x	
Sister Mary Conradine			x	
Paul W. Cooka		x		
Bobby L. Denny	x			
Daniel Ditzer	x			
Kayellen Garrison		x		
Bertha George		x		
Wilson C. Gorman	x			
Charles R. Greenhaw	x			
Jeanne Halliday	x			
Daniel D. Haws				x
Laura Hendricks		x		
Reg Hendricks		x		
Cynthia A. Hilden	x			
Florence Jackson		x		
Jane Gray Mathis		x		
Lauraine McKenzie	x			
Harriette Melgren			x	
Michael Ostanik		x		
Angela R. Patsy	x			
Darlene Payne		x		
Robert S. Payne		x		
Steve Robb	x			
Roberta M. Sense	x			
Stanley L. Sinnett		x		
Albert Smith		x		
Susanne Stone	x			
John M. Strong		x		
Gilbert C. Teton			x	
Sister Marie Thompson			x	
Robert Thomson		x		
George Tom		x		
Irvin C. Watters	x			
Ervin Wayne		x		
Lucy Faye Wellito	x			
Margaret L. Wolfe			x	
Totals	16	18	6	2

PURPOSE OF PROJECT

The purpose of the project described here at Oregon College of Education was to train a cadre of 60 teachers and/or supervisors to act as generators of adult education training programs principally among American Indians in the states of Arizona, Nevada, Idaho, California, Oregon, Washington, and Alaska. The primary objectives of the Oregon College of Education program for teachers of adult education classes in Indian areas were: (1) to improve the qualifications of experienced teachers who will teach and work specifically with disadvantaged Indian adults in their respective school district, (2) to acquaint the participants in the program with the sociological and motivational patterns of disadvantaged Indian adults, (3) to enable participants to become aware of ways in which the emotional and social development of the adult may be structured by such factors as development of self confidence and the spirit of curiosity and inquiry, (4) to develop in participants the ability to inspire adults to acquire basic reading skills through formulation of material oriented to their culture and activities, (5) to increase the ability of participants to improve the conceptual and verbal skills of Indian adults, (6) to develop an awareness on the part of participants in the basic recognition of health disorders and the proper measures or procedures to take for referral to medical, dental, and psychological specialties, (7) to train participants in recognition of the special needs of individuals

through programs which will develop language confidence, feelings of identification with successful individuals, and a positive attitude to replace a so-often negative system of values which negates a responsible attitude toward society, (8) to prepare Indian Adult Basic Education teachers who are cognizant of the wide range of services available in their area, district, or reservation--including employment assistance, counseling, and occupational training, and (9) instill in the minds of the participants the importance of establishing successful patterns of accomplishment for the Indian adult, thereby creating a favorable future response from him. In other words, the program was sepcifically geared to provide a special group of teachers with specific backgrounds, understanding, and skills necessary to do an effective job of working with disadvantaged Indian adults in the classroom and home situation. It was hoped that participants would, in fact, be "training cadre" who would act as nuclei when returning to their districts.

A second feature of the institute program was the follow-thru conferences or, as they have been called, mini-institutes where staff members spent a few days in a concentrated program of lecture, discussion, and individual conferences working not only with participants in the summer institute but former ABE participants from years in the past and other individuals recommended by the State Director of Adult Education in the state where the mini-institute was held, in order to provide an opportunity for further deepening of learning, specific help on individual projects, and infusion of knowledge to a wider group of participants. These mini-institutes were closely correlated with the individual field work of the various faculty members at Oregon College of Education

who were involved in the program.

METHODOLOGY

A basic premise of the Oregon College of Education training program for teachers of Adult Basic Education was that teachers who are currently instructing ABE classes generally do not have the proper training and orientation to do an effective, meaningful job--particularly is this true with groups of people classified as "disadvantaged." Specific, well-planned training programs designed to give teachers an insight into the problems of disadvantaged adults, we feel, are particularly necessary. Accordingly, the training program developed for the summer institute at Oregon College of Education assumed that: (1) a critical need exists for training of professionals in the area of sociological, psychological, and emotional problems of the disadvantaged Indian adult, and (2) a training program should contain specific information relating to the newest methods, materials, and techniques of instruction in adult education. In other words, our belief was that most of the experienced teachers in the school districts of the western United States have graduated from a standard college program which is designed to prepare the teacher to teach average, middle-class children. For the most part, the teacher has had little training in working with adults, let alone disadvantaged adults. Generally, too, at no time during the teacher's training did he have or receive instruction regarding the specific problems of the disadvantaged. At best, the teacher might have great sympathy or empathy for the problem. It is our feeling, however, that this does not solve the problems or get at the roots of them.

The training program designed by Oregon College of Education is aimed, therefore, to develop as best is possible during the 2-week period some specific understandings and skills necessary to do an effective job of working with disadvantaged Indian adults. To be sure, a 2-week period is not sufficient to do the complete, competent instruction necessary. It can, however, provide the participant with special techniques and develop in the participant awareness for the particular help that the teacher can give in terms of motivating and assisting the Indian adult.

In discussing the institute program in terms of its methodology it would perhaps be well to cover in some detail the summer institute program itself. Approximately 41 percent of the individuals in the institute would be classified as Native Americans. These Native Americans range from individuals from the Eskimo communities of the Bering Sea to representatives of the Navajo to representatives of the Plains tribes in Idaho. Interestingly enough, the brightest student in the entire institute (in the opinion of the Director) was a young Sioux girl by the name of Roberta Sense who lives as an urban Indian in Seattle, Washington. The presence of others of minority groups, e.g., Chicano, etc., gave some interesting diversity to the discussion work which went on. Initial work which is taken up on the first day of the institute is the question of attitude. It is axiomatic to say that working in the area of attitudes is challenging quite a good deal of beliefs on the part of individuals. As a result, the director and the staff are quite cognizant of situations which we have and this first day is always a very "touchy" one in that you must develop in the group dealing with

the study of attitudes the ability to rationally examine the belief system and to ascertain the reason why you believe as you do. An attitude scale is given on the first day of class and also on the last day of class which enables the staff to ascertain any changes in attitude brought on (supposedly) by the institute program itself and/or free discussions between the participants present. During the afternoon program Dr. Helen Redbird-Selam, who is the director of the academic phase of the program, deals with cultural conflict in the classroom which enables the individuals present to understand the difference in the cultural systems which negate understanding on the part of the Indian adult in terms of understanding the typical Anglo school and curriculum system. Group discussion generally proceeds on the attitude of the teacher towards the adult who needs Adult Basic Education. The first day's session, in essence, is an introduction to the problems of adult education for the disadvantaged. We attempt to pose the question of how do you identify the educationally disadvantaged and what categories do you use? The second day the session attempts to examine in some detail the cultural differences of Spanish-speaking, Indian and Anglo disadvantaged, sub-cultural groups. Time is spent in analyzing the value system of the Indian disadvantaged adult in comparison to the middle-class culture which enables the teacher to understand the Indian and work more effectively to overcome his educational deficiencies. The question of communication in the teaching process is explored in terms of language, insofar as language may both facilitate and distort communication, and the general problem of communicating with people whose cultural backgrounds are different from our

own is given attention.

On the second night of the institute a general lecture-discussion group was held on "The Use of Science and Photography as a Curricular Vehicle for Teaching Participants in Adult Basic Education" with Dr. Ernie Cummins, Professor of Science Education, utilizing such simple devices as sand dollars from the seashore and pieces of different kinds of rocks and minerals to illustrate how Adult Basic Education teachers might use native materials--no matter what their geographic location--in motivating adults to establish an interest in learning. On the third day of the institute the Oregon College of Education program was pleased to have as consultants for work in Adult Basic Education programs the competent pair of educators: John Begaye, Director of the Adult Basic Education program at Navajo Community College and Mary Hillare, formerly of the State of Washington Vocational Education Division and now with the U.S. Office of Education in Washington, D.C., on the general topic of Adult Education and the methods, potentials, and techniques that have been used effectively in adult education programs for Native Americans. This was a very popular part of the program and a very spirited discussion ensued during the discussion times allocated. It was felt that these two speakers offered much of value to the participants. On Wednesday night Rupert and Jeannette Costo from the American Indian Historical Society presented an evening program on Curricular Materials for the American Indian. This was extremely valuable because of the fact that very few of the participants had any idea of where to obtain curricula materials, particularly those written by American Indians, and the Costos illustrated their discussion with materials

published by the American Indian Historical Society. The fourth day was a session which basically dealt with ABE and the community. This session generally attempted to explore the ways in which the teacher could do a more effective job of motivating adults. The structure of the Bureau of Indian Affairs and governmental agencies was explained to the participants. Many of them had no concept of the government agencies involved in the educational work among the Native Americans. The evening program for the fourth night involved the topic of Indian health and its ramifications for adult learning. The fifth day of the program was involved with the basic topic of Adult Education with particular reference to adult retention in ABE programs. Dr. Helen Redbird-Selam attempted to provide to the group, which met as a body and then split up into panel sessions, some of the problems in terms of adult retention among the Native Americans. The sixth and seventh days of the institute were devoted to a field trip to the Warm Springs Indian Reservation in Central Oregon. The Warm Springs Reservation is located near Redmond, Oregon, which involved somewhere in the neighborhood of a 4 1/2 hour trip by bus. The participants were able to see examples of the use of reservation resources and to discuss with tribal educational leaders the programs now at work and also contemplated at the Warm Springs Reservation. The eighth day of the program examination of the Adult Basic Education programs in correctional institutions was explored and with particular reference to the ABE programs for minority groups. That evening, Dr. Paul Griffin, Chairman of the Social Science Department and a long-time contributor to the ABE program at Oregon College of Education, gave a very stimulating group discussion session on "Problem-

Solving Approach to Adult Learning." Dr. Griffin effectively made use of various forms of media in exploring how those in remote locations or in areas where budget difficulties are severe can fashion quite simple, inexpensive media aids to facilitate learning by the Indian adult. The following day a field trip to the Oregon State Penitentiary and an afternoon session devoted to media communications instruction with lab work gave participants follow-thru materials received earlier from other instructors. On the next to the last day of the program the entire day was taken up in terms of Indian culture and customs in which Indian tribal leaders from the Northwest and various educational officials participated with the staff and group of participants in developing the theme of Indian culture and its relationship to the educational process. Indian cultural experts from Warm Springs, Umatilla, Yakima, and other groups worked with the various Native American participants from the western states in bringing to all involved a deeper realization of the power and strength of Indian culture in terms of its particular role in developing the educational process. The final day of the institute involved evaluation and a report on the results of the pre- and post-test of attitudes and some general comments regarding educational goals and objectives by the director and Dr. Redbird-Selam.

Almost without exception the schedule of classes which was submitted in the initial proposal was followed. Some changes were made in terms of the procedural elements, but in general the main thrust, as indicated in the proposal, found itself into the actual classroom program. The 2-week program which has just been reported on has now been tested for a period of three years and although one of its deficiencies is that it is quite

short, it does allow for some very basic information to be transmitted during that period of time. It is effective if the participants are warned and geared up at the start to realize that an intensive work session is ahead of them in which they will be expected to participate fully. Having run both 2-week and 4-week institutes in Adult Basic Education, the staff has mixed feelings regarding the time period needed to successfully complete the work expected. It is certainly true that the longer period of time that the staff has--the more complete job it can do. However, because of budget difficulties and the like often it is not possible to have 4-week or longer institutes. It still remains in this director's mind that a successful institute can be held in two weeks. It must be thoroughly programmed and planned, however, in advance to accomplish the task set out in order that it not be too short.

Follow-thru mini-institutes and field work were accomplished by a number of staff members. The first conference, or mini-institute, held by the Oregon College of Education staff was in cooperation with the Washington State Department of Education, Adult Education Division. In this instance the site of a conference center at Issaquah, Washington, east of Seattle, was recommended by the State Director of Adult Education. This was picked and Indian participants from the State of Washington, Idaho, and Oregon attended this mini-institute. This institute had a number of urban Indians in Adult Basic Education programs from the Seattle area and it also had a very wide representation of educational leaders in the state hierarchy. It was also attended by the Region 10 Adult Education Director, Mr. Allen Apodaca.

As part of the general training program with our participants, the director chose two Indian student participants as the co-directors of the institute at Issaquah. These two participants were Roberta M. Sense, the Oglala Sioux from Seattle, and Jeanne Halliday, a Warm Springs Indian who now is living in Seattle. These two young ladies did a magnificent job of coordinating and assisting the director and staff in carrying on a very stimulating program.

In December the second and final mini-institute was held in Scottsdale, Arizona, a suburb of Phoenix. This conference session was co-sponsored with the Arizona State Department of Education, Adult Education Division, and participants were chosen basically from Arizona, with some participants from adjacent areas of New Mexico.

The mini-institute at Phoenix, like the one at Issaquah, was conceived of as an intensive learner-responsive, learner-directive activity. It attempted to focus upon major issues and problems as seen by the ABE people in the particular region. The format was flexible, although the Phoenix area mini-institute had arts and crafts as a central theme or focus.

In summary, both these mini-institutes were conceived of as a means of serving Indian ABE teachers in the field, on or near their teaching locale, to deal with their conceived problems and develop strategies for more effective instruction.

Follow-thru field activities where staff worked with individual participants and others to motivate and assist them in their programs involved work in California, Arizona, New Mexico, Nevada, Oregon, Washington, and Alaska. Staff members met with participants of the 1971 institute, participants of former institutes in previous years, participants

in the mini-institutes, State Directors of Adult Education and educational consultants, Indian educational leaders, regional officials of the U.S. Office of Education and Bureau of Indian Affairs, and school leaders. This follow-thru work was envisaged as an opportunity for staff members to give help to individuals in the field and provide for further deepening of learning and infusion of knowledge to a wide group of participants.

SUMMARY OF FINDINGS

It was a postulation of the staff of Oregon College of Education at the beginning of this institute that a good number of the teachers who are instructing Adult Basic Education on the reservations and among Native American people lack the proper training and orientation to do a meaningful, effective job. It is well known that local educational agencies do not, for the most part, provide instruction and training for their staff to specifically upgrade them in specialized areas such as Adult Basic Education. This is a particular problem of the small school districts which do not have staff or insight of the problems. This problem is magnified many times in the "bush" areas of Alaska among Indian and Eskimo villages and on many reservations.

We postulated, too, that the specialized 2-week training program plus "follow-thru" envisioned by the teacher training center would do much to alleviate the critical shortage of trained personnel in the western states encompassed in the institute. We were particularly hopeful that a cadre of persons interested enough and acknowledgeable about Indian adult education could be strengthened to assist others

in their respective home districts. Staff members felt that the particular value of a program such as we could develop would enable a specific group of teachers with the type of understandings and skills necessary to do an effective job of working with Native Americans particularly in the rural setting. In other words, we would attempt to provide instruction in remedial techniques, in special studies in sociology and psychology of the Native American, special techniques for family counseling in group dynamics, and attempt to help participants to be more aware of the wide range of comprehensive services available to them to supplement ABE training in the classroom.

Among our participants we found, as usual, that about 10 percent were thoroughly trained in Adult Basic Education and a much larger percentage were made up of individuals who had either very little knowledge of how to carry on Adult Basic Education or, conversely, knew very little about the Native American on whose reservation they were working. Another postulation by our staff was to the effect that possibly one of the most important things that needed to be done today in the area of Adult Basic Education for teachers of American Indians was to develop more curricular materials specifically for adult education teachers of Native Americans. Conversations with this year's institute participants strongly reinforced that postulation.

RECOMMENDATIONS AND CONCLUSIONS

For the past four years, Oregon College of Education has sponsored summer institutes for Adult Basic Education teachers. Emanating from the institutes is a belief that educational interaction benefits both

the professor and student, and from an information need on the part of both staff and participants, the follow-thru program was initiated during the first institute in which institute staff members contacted institute participants and others in their own environment. During these site visits the previous hypotheses were validated and some new hypotheses were formulated about the differential effects of Adult Basic Education programs on the various groups of people the programs were intended to benefit. Concern and commitment were intensified by the site visits, but the perception of incongruent intents and outcomes resulted in the desire to reexamine the goals and directions of Adult Basic Education in light of these new insights. The first part of the recommendations and conclusions here given will deal with the directions and needs of these ethnic groups served by this program.

The participants in the 1971 summer institute were Adult Basic Education teachers, one half of which were Anglo and nearly one half were Eskimo or Indian. The teachers' education levels varied from approximately a fourth grade level to a Master's Degree. Their ages ranged from 21 to over 60. It is rather obvious that although the terminal goals for the students in Adult Basic Education may be quite similar, the process or enabling objective for the teachers of Adult Basic Education are very different. The differences in needs and, therefore, objectives is more apparent and acute when environmental factors are considered.

Information collected during the site visits indicates that economic and subsistence factors supersede social factors in the inhibition of educational opportunities for Eskimos. The long distances and related

transportation problems and the absence of viable economic activity are largely responsible for the discontinuity in the educational process. The delivery of scarce educational materials is erratic. When the fish run or hunting is possible there are no students. The problems of getting or keeping a qualified or unqualified teacher in a community that relies on melting an ice block for water, and whose sanitation system consists of a barrel outside the front door, are obvious.

It cannot be assumed that satisfaction of educational needs will necessarily lead to solutions for the more pressing economic needs. In spite of this, many of the Eskimos express a strong desire for more education. Considering the adverse circumstances under which educational activity operates, there are several hypotheses involving motivation of students and Adult Basic Education teachers that should be attended to. First, the site visits and particularly those in the small remote communities, appear to be powerful reinforcers for the teachers. Second, the response to publications written for the Adult Basic Education teachers receive very favorable response. Third, courses dependent on linear progression are less viable than individualized instruction using materials in small self-contained units. Because of the discontinuity of the educational process, linear progression of materials is assumed to increase the probability of dropouts. Fourth, it may be an understandable but disfunctional tendency for teachers of Adult Basic Education to communicate a negative attitude toward adults who attend class sporadically. Teachers should be prepared for sporadic attendance and teacher training institutions should work toward attitude adjustment when evidence of this occurs.

Social and economic conditions inhibiting educational opportunity for the Native Americans are of a more variable nature. Climate, topography resources and economic activity differ from one reservation to another. Within a tribe, social attitudes are not homogeneous. While all these conditions affect educational programs, there is currently an emerging social factor which has important implications in the planning and implementing of educational programs for the Native American. Indian activism, although a simplistic label, connotes some of the current and potential impact. Three obvious explanations for the emergence of Indian activism are the historical fear of amalgamation, the close juxtaposition of the "have not" Indian culture to the "have" majority culture, and the well documented exploitation of the American Indian. There are undoubtedly many other explanations. The personal goals of establishing a group identity, and the economic goals of gaining access to jobs and wealth are more easily identified than educational goals of the activist.

It is imperative that the educational goals of the Indian activist be identified if educational programs are to be designed to meet their needs. It appears that educational goals are, at this point in time, subjugated to personal goals. For example, the attitude that Indians can learn only from those in their own ethnic group may well satisfy a personal goal of identity but be in conflict with educational objectives. The skillful use of the power process may be far more applicable in a political or economic arena than in an educational one. A danger in not distinguishing personal, economic, political, and educational goals is that new information may be indiscriminately rejected because it is identified with Anglo or Anglo institutions. A second danger also related to

identification of needs and goals is that the vocal activist may be attended to while the needs of those who are not activists are ignored.

Both terminal and enabling or process objectives must vary with population needs. Therefore, objectives must be modified and adapted to the specific conditions which exist in each Adult Basic Education program. In addition, it seems desirable that a systematic body of information be available to guide the directors of these programs. An evaluation model is described below that is designed not to validate an existing program or "grade" programs as to merit, but instead is intended to assist a director in systematic information collection and decision making. The model was developed by R. E. Stake and the following description was taken from Models for Evaluation: An Introduction published by Teaching Research Division, Oregon State System of Higher Education.

Stake's model begins with a rather precise statement of the evaluative rationale. This rationale should provide a philosophic background and identify the basic purposes for a specific evaluation task. It serves to evaluate the intent of a program and also facilitates selecting reference groups who might later pass judgments on these same intents.

The basic model is comprised of two matrices. These are the description matrix and judgment matrix. Each matrix--description and judgment--specifies that three "types" of information be collected: the antecedent or pre-conditions, transactions or processes, and the outcomes. The model also specifies that certain "classes" of information be identified in both the descriptive and judgmental matrix. In the judgment matrix these are absolute standards and relative standards. In the descriptive matrix these are intents and observations. The model is shown diagram-

matically in Figure 1.

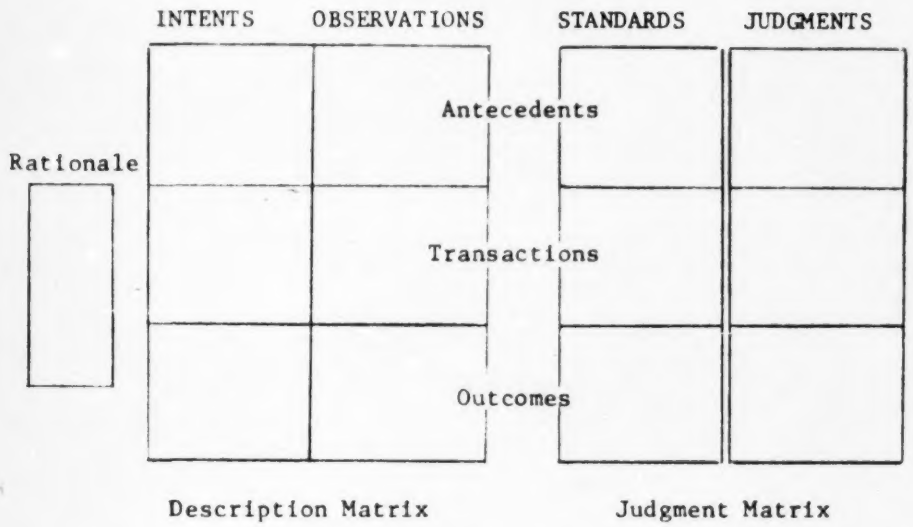

Figure 1
The Stake Model

Stake defines intents as planned environmental conditions, demonstrations, subject matter, and student behavior. They include those effects which are either hoped for, desired, or anticipated and are typically manifest in a complete statement of objectives for the project or program. There is no great concern expressed for the form or type of objective that is utilized at this point--the major concern must be for a statement of objectives or goals that is amenable to evaluation. Normally, this intent statement will also include a priority listing of all that may happen within a given instructional situation.

Observations are what the evaluator sees, either by personal observation or through various types of instruments. It is the evaluator's responsibility to observe all forms of outcomes, either intended or unintended. It is also his task to judge which variables to examine.

Most often, within the Stake rationale, this is a purely subjective decision and represents one of the major issues for concern in the model.

On the other axis is the time dimension, divided into antecedents, transactions, and outcomes, which are classified as "elements" of evaluation. Antecedents are those conditions that existed prior to instruction and which may relate to outcomes. For example, already existing student aptitudes, interests, and experience would be classified as antecedents or pre-conditions. Behavioral scientists and developers of self-instructional programs refer to these as entry behaviors.

Transactions represent all forms of interaction in the process or processes of the program. Examples of transactions might be interaction between peers, a reader and his book, parent and counselor, student and instructor. Generally, they encompass the instructional activities that are formally planned and formally conducted.

Outcomes in this model are defined as the consequences of the program, both immediate and long-range, cognitive, planned and incidental, personal and community. In this same element--Outcomes--Stake speaks quite directly to the observation of "side effects," which are those outcomes which were not planned or anticipated.

Generally speaking, transactions will be dynamic. They are an ongoing process as compared to antecedents and outcomes which are static by comparison. However, antecedents and outcomes are certainly subject to some change over time.

The divisions between antecedents, transactions, and outcomes are not always clear-cut. Each supports the other and should be used not as

discreet categories to subdivide data collection, but rather as notions to stimulate data collection and identifying contingencies.

The judgment matrix of the Stake model contains basically the same evaluative requirements as the descriptive matrix, although in a different perspective. Here, rather than examining intents and observations, the classes of evaluative information become external standards and evaluative judgments about the program. The three elements of antecedents, transactions, and outcomes are thus weighed against both the absolute and relative classes of information sought. Stake's representation of this judging process is shown in Figure 2.

The primary focus of the judgment matrix is assessment of the quality of an educational program. Because educational programs have typically not been subjected to such "standard-oriented" evaluation, an important responsibility of the evaluators is to make known which standards are held by whom. Typically, two bases for program judgment exist. First is a comparison with absolute standards such as personal judgments about the program and second are comparisons to relative standards, or descriptions of similar programs.

The judgment process, from an evaluation standpoint, is a matter of deciding which set of standards to employ and subsequently assigning a weight to each set of standards.

Another especially important consideration within this model is the notion of contingency and congruence. An evaluator needs to look for contingencies between antecedents, transactions and outcomes while he is attempting to establish the degree of congruence between intents and observations. Congruence does not refer to reliability or validity, only

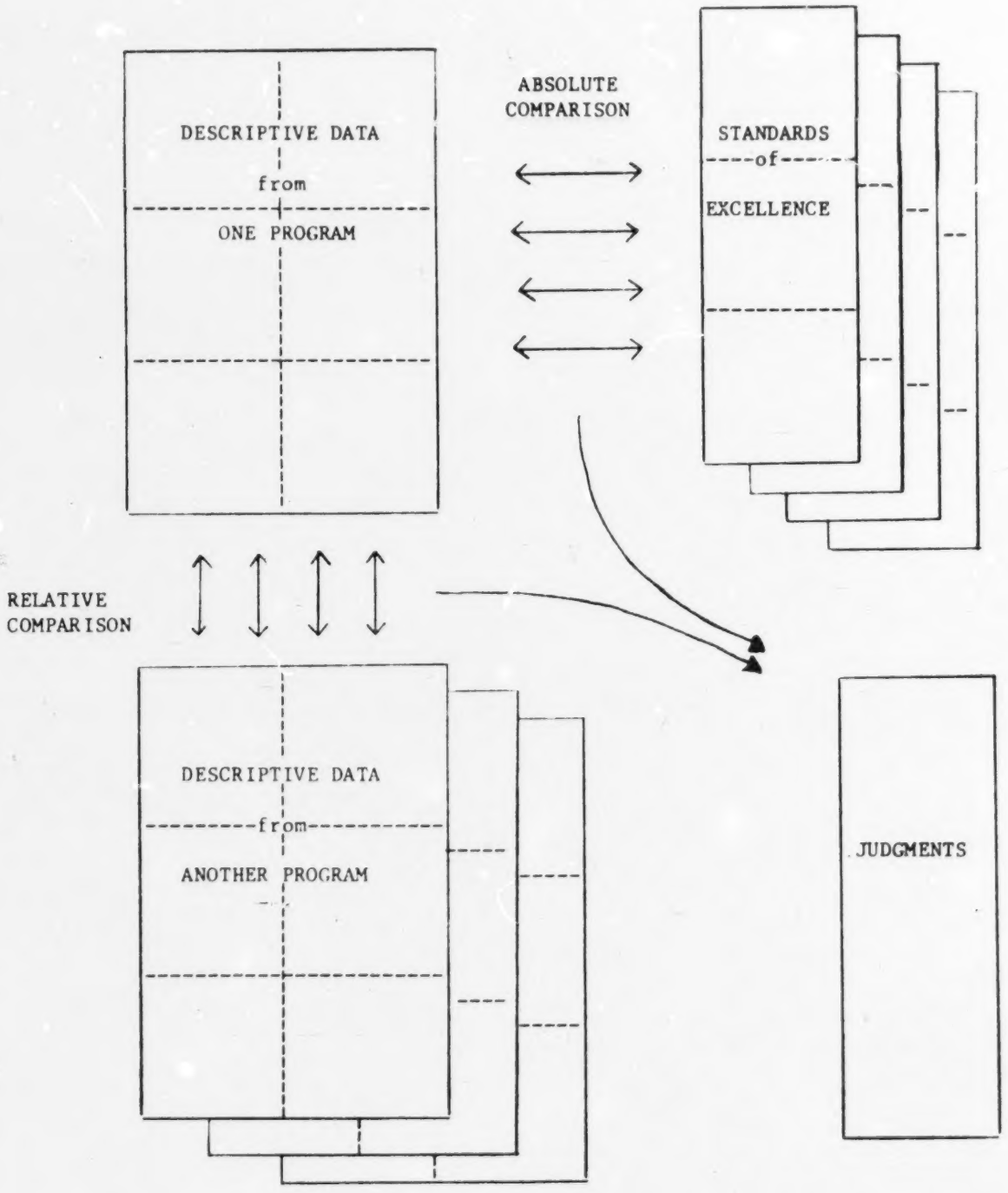

Figure 2
Representation of the process of
judging the merit of an educational program

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to whether or not intents did come to pass.

Establishment of contingencies between intended antecedents, transactions and outcomes is actually a series of "if-then" relationships based on logic. For example, an evaluator might ask an instructional designer or project director, "Given these things, and that these activities do occur, then would you expect this to happen?" about any number of instructional or program activities.

Within the descriptive matrix of the model these concepts of contingency and congruence are applied in various ways. As noted earlier, the relationship between antecedents, transactions, and outcomes is a series of logical contingencies. The process of evaluation is subsequently used to establish the degree of congruence between intents and observations for each of these evaluation elements. Again, it must be emphasized that a high degree of congruence does not indicate that outcomes are either reliable or valid, but only that what was intended did actually occur.

Earlier we stated that the contingencies between the intended elements of a program were based on logic. These logical contingencies were described as a series of logical "if-then" events within a program. The contingencies between the observed elements, however, must be based upon appropriate data and are, therefore, empiricial contingencies.

Basically, then, in the Descriptive Matrix of the Stake model, there are two axis which must continually be considered in planning and conducting an evaluation. These are a vertical, or contingency axis and a horizontal, or congruence axis.

The processing of judgmental data within the Stake model is somewhat

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different from that for descriptive data, although it typically includes all available descriptive data about the program.

When processing judgment information, the evaluator should provide a comparison between the descriptive data from the program of concern and descriptive data from several other programs of a similar nature. The comparison would then be made for both intents and observations through all evaluative elements. The standards of excellence, or absolute criteria, are typically judgments made about the program by those persons perceived as possessing sufficient expertise to make such judgments. These judgments subsequently serve as specific criteria against which the project must be evaluated.

The first recommendation, therefore, is that goals and directions of Adult Basic Education must be considered in light of the characteristics, conditions and needs of the population it intends to serve. Some hypotheses have been raised here which are considered to be critical to successful programs for minority groups. In addition, an evaluation model was selected which appears to be appropriate to many program directors who want to adapt and modify their programs to coincide with the needs of the populations they serve.

A second recommendation made by the Oregon College of Education program is that continued funding should be carried on for work among the urban Indian. This continues to be one of the most difficult areas for penetration by responsible educational officials. The urban Indian has an entirely different set of problems than does the rural reservation Indian and it is also the type of problem that most educators working with Indian affairs are not familiar with. It has already been

recognized that one of the problems of the urban Indian is the lack of a clear structure in terms of educational leaders that can be contacted and dealt with. However, the large concentrations of urban Indians in such places as Los Angeles, Seattle, and the like with very little educational programs to assist them in basic education indicates that increased assistance should be carried forth.

A third recommendation of the Oregon College of Education program is that the programs in adult education for the State of Alaska be increased. The enormous distance involved in Alaska and the problems of the native peoples of the Bering Sea area are such that it is appropriate that assistance be given them particularly as they are attempting to develop a more important role in the future of Alaska. It might be noted that a hypotheses exists among the evaluation staff of the institute that educational programs developed for the Eskimo are going to be much more effective than educational programs developed among south 48 Native American tribes. This hypotheses is based on the eagerness in which Eskimo students have responded to work at the Oregon College of Education institutes and also is reinforced by the literally hundreds of Eskimo children and adults which have been involved in a very special program conducted by Oregon College of Education with residents of St. Lawrence Island in the Bering Sea. Some psychologists on the staff have indicated that the Eskimo seems to have a very open mind in terms of educational training. In other words, the individuals coming here for educational assistance do not have their minds "locked in" in terms of any specific direction and as such they are serious, eager students. This hypothesis, by the way, should possibly be followed

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up as it would perhaps indicate that the benefit cost ratio of educational programs might well be served by increasing the funding level for the Eskimo. Increased concern, too, must be with the health problems of the Eskimo adult. Severe hearing and alcoholism problems need attention for the overall learning ability of the adult.

The last recommendation of the program concerns itself with the publication of curricular materials and the American Indians. As has been noted in past years, our experience here at Oregon College of Education is that teachers, school systems, and groups are tremendously anxious to obtain good educational material in regards to the American Indian for use in their adult education programs. Any material published by Oregon College of Education is immediately "run out of print" and we continue to get letters for materials which we have published in past years. Recommendation is made here that the U.S. Office of Education, Division of Adult Education Programs, attempt to increase to a very substantial level the amount of funding for special projects which would include as a primary function the publication of ABE material for teachers of Native Americans. In my estimation, I believe these projects are quite critical and I think that they could be funded in the neighborhood of $30,000-$40,000 per project which would enable quite significant publications to be developed.

In conclusion, the staff of Oregon College of Education expresses appreciation to the United States Office of Education, Division of Adult Education Programs, to the State Directors of Adult Education in all the states which contributed to our 1971 institute's experience, and special appreciation to the State Directors of Adult Education in Washington and

Arizona for their special efforts and help in working with us in attempting to increase the level of efficiency of Adult Basic Education teachers among Native Americans.

In final conclusion, it is our pleasure in amending to this report a special evaluation study which was done on the institute by Mrs. Janice Walter, an educational psychologist of the Oregon State System of Higher Education.